DOCUMENT RESUME

ED 263 286 UD 024 564

AUTHOR Jehl, Jeanne
TITLE Getting It Together...Together. A Model for School/Community Involvement. Publication No. III-B-77-2.
INSTITUTION San Diego City Schools, Calif.
PUB DATE 77
NOTE 42p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Community Involvement; *Educational Improvement; Elementary Secondary Education; *Human Relations Programs; Parent Participation; *Program Implementation; *School Community Relationship

ABSTRACT

This guide presents a model for developing a team planning approach for optimum community involvement in San Diego City Schools in order to promote quality integrated education. Following a brief introduction basic purposes, goals, and tasks for implementation are listed. Next, the model is outlined as a step-by-step process. For each major topic of this outline, a rationale is described and procedures, materials, and techniques are suggested. The eight major topics or goals include: (1) form a team with all groups represented; (2) analyze existing programs and organizations at the site; (3) agree upon a philosophy of community involvement which defines participation mutually acceptable to both school staff and community members; (4) assess needs and set priorities for community involvement; (5) determine goals and objectives for community involvement; (6) establish an organizational plan for community involvement; (7) develop an ongoing evaluation process; and (8) continue the assessment and evaluation process. The remainder of the guide provides materials suggested in the model, and describes techniques in greater detail. (KH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Publication No. III-B-77-2

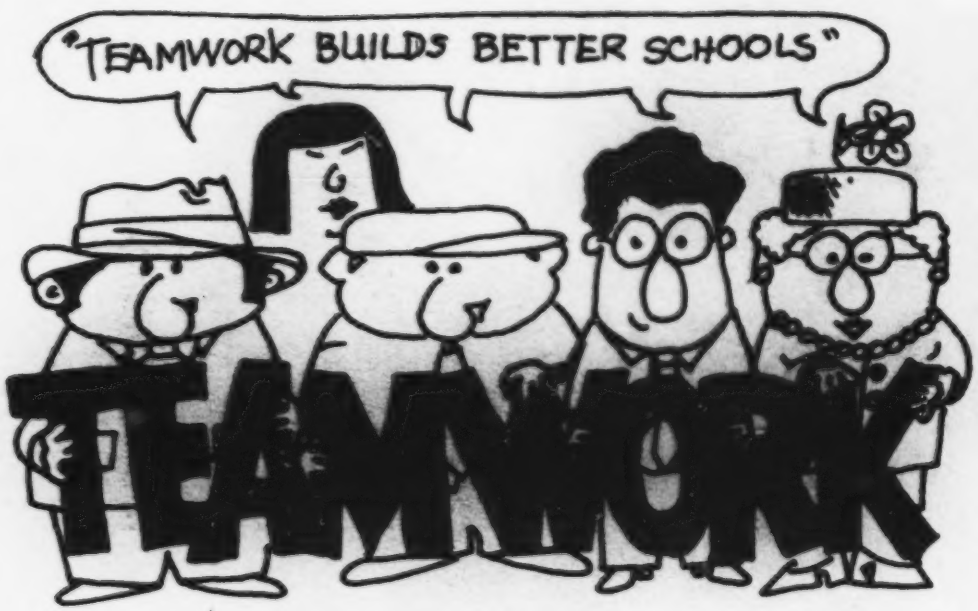
ED263286

GETTING IT TOGETHER... TOGETHER

A Model for School/Community Involvement

Prepared by

Jeanne Jehl



BEST COPY AVAILABLE

Community Relations Division
San Diego City Schools
San Diego, California

1977

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E. S. Fletcher
San Diego U.S.D.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

US005645764

SAN DIEGO CITY SCHOOLS

Community Relations Division
Office of Urban Affairs
Race/Human Relations

A SUGGESTED METHOD FOR RESOLVING INTERPERSONAL CONFLICTS

1. DEFINE the problem.

   Both parties must enter into the problem-solving willingly.
   Be sure to state the problem (your unmet need, not the solution you want).
   Use active listening to help the other person express his/her needs.

2. GENERATE possible solutions.

   Encourage participation with "door openers" - for example: "What are some of the possible solutions to this problem?"
   Accept all ideas - the more the merrier. Encourage even wild or unique solutions.
   You may want to write down each proposed solution.
   Do not evaluate or judge proposed solutions.

3. EVALUATE the solutions.

   Cross off any idea that either party rejects, for whatever reason.
   Use "I" messages to state your own feelings, for example, "I couldn't accept that idea because ..."
   Take time for everyone to have a say.

4. DECIDE which solution(s) seem best.

   Test the proposed solution - imagine how it would work if it were chosen.
   Work toward consensus. Do not adopt a solution until everyone agrees to at least try it.
   Check out any messages where people have less than positive feelings about the consensus.
   Write down the agreed-upon solution.

5. DETERMINE how to implement the decision.

   Decide who does what by when.
   Write it down!
   Agree on time to check out whether the decision is working.

6. ASSESS how well the decision is working.

   Talk again at the agreed-upon time.
   "Has the problem disappeared?"
   "Did we make good progress in correcting the problem?"
   "Was it a good decision?"
   "Are we happy with what we did?"

(Adapted from Thomas Gordon, Teacher Effectiveness Training)

JJ:ba
5/8/78

THE FIVE BASES OF MULTICULTURAL EDUCATION*

by

Dr. Thomasyne Lightfoote Wilson*

Base #1	Base #2	Base #3	Base #4	Base#5
I	II	III	IV	V
A willingness to interact with (and actually to participate, share and care with) individuals and members of GROUPS who are "different" from self; planning, deciding, practicing GROUPNESS, and intragroup affiliations with persons who are not like self, either linguistically, age, in values, lifestyle, race, sex, politics, culture, or in other significant ways. Interacting persons should know, recognize, and admit said "differences" (in time, if not initially); transacting with and learning from "the different"; teaching and learning from persons, objects, places, concepts, values and situations that are not conventional, "middle class" or one's usual acquaintances; demonstrating positive human contacts with "different" persons.	A willingness to examine (and admit) one's/self's stereotypes, predispositions and dispositional behaviors toward "different" people, lifestyles, sexes, ages, customs, ethnic groups, philosophies, languages, etc.	Seeking accurate historical, cultural, racial, and/or socio-economic TRUTHS practices and styles of "different" peoples. Also to recognize and internalize TRUTHS about one's own culture, fears, aspirations, sex, age, fantasies, and ethnicity; seeking the essence of self and others not like one's self.	A willingness to value individuals' skills, lifestyles, and cultures that are "different" from one's own; to demonstrate one's valuing of cultures, lifestyles, skills or beliefs "different" from self's; being "hooked up" through complementary functions with "different" persons; exhibiting positive human connections.	A GOAL set to create and demonstrate horizontal cultural diversity and eradicate hierarchical stratifications (in social economic, educational, political, or ethnic affairs); to erase rankings that imply the notion that any human being would/should DOMINATE another; to behave with non-ranking words and practices toward human beings, erasing scale of inferior-superior distinctions; to eradicate behavior that values people according to income, ability to recall or comprehend, skin color, physical appearance, eye-sight, age, lifestyle, mores, religion or sex.

KEY

*These "Five Bases of Multicultural Education" were developed by Dr. Wilson in a paper presented at the "Second Annual Multicultural Curriculum Conference" sponsored by San Mateo County School of Education, San Mateo, CA, March 22-23, 1973.

*Toward Equitable Education: Handbook for Multicultural Consciousness for Early Childhood -- A Bicentennial Revolution? Chap. IV,

c/o Ms. Sharon L. Siden Mgr.
1037 Anna St. Phone (916) 371-3367
Broderick, Calif. 95605

BEST COPY AVAILABLE

PREFACE

It is hoped that this model for school/community involvement, which has been titled *Getting It Together... Together*, will provide the schools and the communities they serve with ideas and skills for working together more effectively as they attempt to meet the dual challenges of integration and quality education.

The original outline of this model was designed by a committee of district and community people who worked together as the Volunteer Coordinator Steering Committee during the 1975-76 school year. Members of that committee and the many others who served as resource persons cannot be here individually identified because of the limits of space. However, their collective efforts and dedication are to be commended.

Although committees can produce creative ideas, the task of translating the ideas to usable form is often best accomplished by a single writer. In this instance, the writer is Jeanne Jehl, who ably completed the task.

E S Fletcher

Edward S. Fletcher
Assistant Superintendent
Community Relations

CONTENTS

Page

INTRODUCTION 1

OUTLINE OF MODEL 2

SUGGESTED TEAM PLANNING PROCESS FOR COMMUNITY INVOLVEMENT. 4

MATERIALS. 14

Organizations Involved in the Schools. 15
Organizations and Programs in the School - A Profile 16
Possibilities for Community Involvement in School Programs 18
Developing Consensus 20
Rules for Brainstorming. 21
Writing Goals and Objectives 22
The Planning Process 23
Leadership Roles in the Schools. 24
Suggested Organization Chart 25
Methods of Evaluation. 26
Time Line for Goal Evaluation. 27
Getting It Together... Together - Evaluation 28

TECHNIQUES 29

GETTING IT TOGETHER... TOGETHER

Involving Parents, Teachers, Administrators and Community Members in School Programs

INTRODUCTION

Every school must form strong ties to the community it serves if it is to provide lively, meaningful and acceptable education for members of that community. For too long, the schools have said to parents, "Bring us your children, but stop at the door. We'll call you if there is trouble." Parents and community members have found this approach unacceptable and now seek a more active role.

Many groups seek to bridge the gap between the home and the school. The Parent-Teacher Association has long supported school programs and legislation favoring the schools and has provided auxiliary services to improve school programs. Parent advisory groups have been established at some schools, and some specially funded programs mandate input from an organization of parents and community members. Increased participation of volunteers in the instructional programs has resulted in improved organization and coordination of those programs.

The model for community involvement described here should not be viewed as an additional responsibility for the school and its administrators nor is it another way to get the volunteer program going. This model details the application of the group process to the unique needs of a school community. As group members set goals, determine priorities, define roles and functions, establish plans, and evaluate programs, they avoid the problems that arise from poor communication: duplication of effort, misunderstood aims, and empire-building. Problem prevention is a more pleasant and productive activity than problem solving.

Citizen participation will vary at each school site, according to the needs and aims of those involved. As the problems and possibilities of the schools become more evident, community members may wish to participate more fully. Any model for community involvement must describe a process by which changing community values and the desire for participation can be accommodated and the individuality of professional staff members respected.

Ultimately, the schools belong to the people. Continuing meaningful involvement of community members in the public schools strengthens public faith in their mission.

OUTLINE OF MODEL

Purpose: To provide a team planning approach for optimum community involvement in San Diego City Schools in order to promote quality education for students.

Goals:

...To promote and facilitate community participation in schools

...To provide an understanding of school programs

...To initiate and maintain two-way communication between school and community

...To establish and maintain support for schools

...To facilitate effective interaction among all organizations and programs involving community participants while protecting each group's functional integrity

...To encourage joint participation by administrators, teachers and community members in planning and evaluating the community involvement programs

IMPLEMENTATION OUTLINE

I. Form a team with all groups represented. (Every effort must be made to include representatives from each group or committee at the school site.)

II. Analyze existing programs and organizations on site.

A. Identify all programs and participants.

B. Each group will describe the extent and kind of participation by community members in its activities.

C. Recognize the function of the participating groups, their interrelationships, and their relationship to agreed upon goals.

III. Agree upon a philosophy of community involvement which defines participation mutually acceptable to both school staff and community members, and which can become the cornerstone for increased support and involvement. For example:

...Parents/community members are encouraged to provide refreshments for school parties.

...Parents/community members are asked to drive students on field trips.

...Parents/community members are recruited as volunteers for the library media center.

...Parents/community members are recruited as volunteers in classrooms on a regular basis.

...Parents/community members are encouraged to participate in curriculum and textbook selection for the school.

IV. Assess needs and set priorities for community involvement.

V. Determine goals and objectives for community involvement.

VI. Establish an organizational plan for community involvement.

A. Describe leadership functions as they relate to goals determined in Step V (not functions related to internal operations of each group).

B. Delineate responsibilities for implementing goals and objectives.

C. Define communication lines.

VII. Develop an ongoing evaluation process.

VIII. Continue assessment and evaluation process.

IMPLEMENTING THE PROGRAM OF COMMUNITY INVOLVEMENT WILL BE ACCOMPLISHED BY THE APPROPRIATE ORGANIZATIONS AT THE SITE.

STEP-BY-STEP PROCESS

On the following pages, a step-by-step process is outlined for implementing optimum community involvement in a local school. This outline should be considered a guide, not a routine to be followed inflexibly.

For each major topic of the outline, the RATIONALE or background and purpose of the topic are described.

Suggestions for PROCEDURE with the group are outlined. In several places, alternative procedures are supplied; the emphasis is always on using procedures which are most suitable for the local team.

The MATERIALS heading under each topic refers to sample printed materials contained in another section of this guide. They are included only as samples, to be adapted to the specific situation and needs of your school and community.

The section headed TECHNIQUES refers to descriptions of suggested methods for group process, ways that teams may work together to achieve the desired results. These are also contained in a separate section of this guide. In many instances, a choice of techniques has been supplied so that you may select those which seem most suitable for your group. Some additional structured experiences have been included to build skills in group members and provide experiential background for the tasks at hand.

SUGGESTED TEAM PLANNING PROCESS FOR COMMUNITY INVOLVEMENT

I. Form a team with all groups represented.

RATIONALE: To build and maintain communication among all people involved in school/community efforts.

To involve all groups in the task of building a unified, workable design for community participation in the school.

PROCEDURE:

1. Principal reviews organizations and groups which function at the school.
2. Principal makes personal contact with those persons he/she expects to involve; asks them for suggestions.
3. At time of personal contact or in a preliminary meeting, the principal explains the philosophy of the model and gives a personal view of the need at that school site. The spirit of a school/community team should be stated - to work together to achieve certain goals, not to become a standing committee.
4. The school-at-large should be kept continually aware of the aims and progress of the team. Input and reactions from individuals should be encouraged, and meetings made open to the public.

MATERIALS: Organizations Involved in the Schools (checklist)

TECHNIQUES: Experiential background: "From Goals to Action"

II. Analyze existing programs and organizations at the site.

RATIONALE: To gain an accurate picture of existing organizations and programs.

To establish a baseline for program planning.

PROCEDURE:

1. School/community team undertakes its function: it may decide to select a chairperson, or to operate under the direction of the principal. Team-building/involvement exercises can be used to set norms and build skills for participation.

2. Each team member, in consultation with other team members, analyzes the functions and the scope of each school group's participation in the school program. Use the outline "Organizations and Programs in the School - A Profile."

3. Representatives report back to their team; post their findings on chalkboard or chart paper. Each team member uses the posted findings to describe his/her own group, or members report data for each other.

4. Other team members question, discuss, summarize and note areas of duplication and omission.

MATERIALS: Organizations and Programs in the School - A Profile

TECHNIQUES: Involvement, team-building: Expectations of Others
Peter-Paul Interview
----------ing Name Tags
X-Ray of the Parent/Teacher

Publishing data: Speaking for Each Other

III. Agree upon a philosophy of community involvement which defines participation mutually acceptable to both school staff and community members.

RATIONALE: To build support for community involvement within the teaching and administrative staff.

To provide security for teachers to function as individuals in terms of community involvement, within the guidelines of funded programs.

To provide staff with a workable level of community participation.

To provide, where possible, a method of compromise so that staff and community members can work together comfortably.

To provide community members with awareness of the possibilities of community involvement.

To provide staff/community members with a method for working within defined limits.

PROCEDURE:

1. Principal schedules staff meeting on community involvement. If possible, an outside resource person (ideally, a principal and a teacher from a school where team planning is functioning) makes a presentation about possibilities and benefits. Staff discussion follows.

2. Principal distributes "Possibilities for Community Involvement in School Programs" checklist. Individual staff members indicate areas which they find acceptable.

3. Develop a consensus from individual responses; determine which are acceptable to the group as a whole.

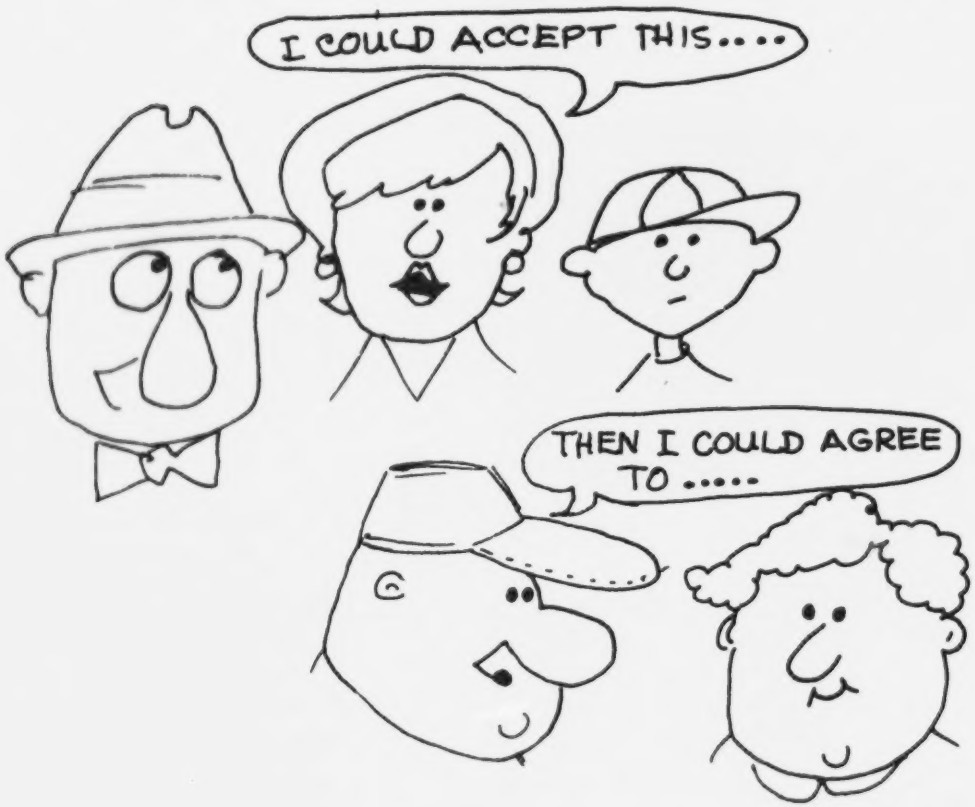
4. Provide outlets for individual staff members who do not wish to participate in areas which they do not accept, unless such participation is mandated by a funded program.

5. Return to the team to define involvement.

   For a low-risk method of achieving this goal, principal, staff members return to the school/community team with staff input; the team reaches a consensus as to which of the staff-acceptable areas it wishes to implement.

   To provide a method for reaching effective compromise, members of school/community team meet to discuss possibilities for community involvement. Using checklist, individual members indicate areas which they find acceptable, then reach consensus. Representatives from school/community team and staff, in approximately equal numbers, then meet to compromise on mutually acceptable levels.

6. Debriefing: Members of staff and school/community team consider the community involvement consensus reached in the school; make statements of personal response to that philosophy and the method by which it was reached.



MATERIALS: Possibilities for Community Involvement in School Programs (checklist)
Developing Consensus (handout)

TECHNIQUES:

Experiential background:	Consensus Exercises-- Trustworthiness of Occupations Life Crises Being a Teenager
Testing consensus:	Assigning Points Ranking Alternatives
Debriefing:	"I Learned" Statements Unfinished Sentences Think-Feel Discussion or Think-Feel Cards

IV. Assess needs and set priorities for community involvement.

RATIONALE: To determine areas of community involvement which best meet the needs of the school and utilize the skills of community members.

To determine which areas are most urgent, so that efforts can be expended where they will be most beneficial.

PROCEDURE:

1. School/community team meets, envisions the optimal situation for the school by the end of that year within limits of the philosophy defined by staff and team. An opening question for this discussion might be, "What kinds of community involvement activities do we need most in our school this year?" Group brainstorms possibilities for that solution.
2. Group lists positive and negative forces for each part of that optimal solution.
3. Individuals prioritize areas/activities involving community people; discuss their priorities in order to form a consensus with other members of the group.

MATERIALS: Rules for Brainstorming (handout)
Developing Consensus (handout)

TECHNIQUES:

Data generation:	Brainstorming Force Field Analysis
Experiential background:	Trustworthiness of Occupations Life Crises Being a Teenager
Testing consensus:	Ranking Alternatives Empty Chair Discussion Assigning Points

V. Determine goals and objectives for community involvement.

RATIONALE: To provide school/community team with a clear view of the direction for community involvement.

To provide school/community team with steps to achieve that direction.

To provide a sound basis for evaluation of progress.

PROCEDURE:

1. School/community team meets, considers prioritized needs. Suggested exercise to precede goal setting: unfinished sentences such as "If we didn't care who got the credit, we could..."

2. Chairperson presents need for goals: something to aim at, to generate involvement, to contribute to program, to contribute to climate of school, to provide basis for evaluation of funded programs.

3. Group discussion and participation - translating needs into goals.

4. Members of school/community team write goals, including plans for action.

   a. If team is large enough, divide into subgroups (at least two to a group) to write objectives for each goal. Each subgroup should include one member who has not been closely associated with activities toward meeting that goal. Members may change subgroups after a set period of time and work on objectives toward meeting another goal.

   b. In a small school/community team, all members focus attention on writing all objectives.

5. The school/community team, as a group, receives input from subgroups on goals and objectives; posts these objectives on "The Planning Process" work sheet.

MATERIALS: Writing Goals and Objectives (handout)
The Planning Process (work sheet)
Developing Consensus (handout)

TECHNIQUES: Goal setting: Unfinished Sentences
Subgrouping

Developing consensus: Assigning Points
Ranking Alternatives

VI. Establish an organizational plan for community involvement.

RATIONALE: To determine leadership functions in the school community as they relate to goals set in Step V.

To allocate responsibility for achieving goals among various individuals and organizations in school and community.

To describe the most productive methods for communication among all groups involved.

PROCEDURE:

1. School/community team meets, discusses and agrees upon the organization and/or leader responsible for carrying out each goal. Using "The Planning Process" work sheet, the team assigns responsibilities for the action steps.

2. After the team has agreed on the functions and responsibilities each organization might assume in relation to set goals, each team member representing an organization notes the team's suggestions and takes the outline, "Leadership Roles in the School" back to the group. The group concurs with or modifies these suggestions and fills in the outline to describe the group's role in meeting the needs of the school and its particular goals.

3. Team meets again to clarify role descriptions.

4. If desired, team members develop an organizational chart. Using input from the role descriptions, the team members place themselves on the organizational chart.

5. Debriefing: This has usually been a difficult and complicated part of the involvement process. Group members should have opportunities to provide feedback about the process and validation from other members of the group.

MATERIALS: Leadership Roles in the School (outline)
Suggested Organization Chart (for community involvement)
The Planning Process (work sheet)

TECHNIQUES: Experiential background: Leadership Roles
Leadership Characteristics: examining values, etc.

Debriefing: Think-Feel Discussion or
Think-Feel Cards
"I Learned" Statements

VII. Develop an ongoing evaluation process.

RATIONALE: To inform team members about the variety of evaluation techniques available so that they may choose the most suitable and effective techniques for their situation.

To help team members establish a plan for ongoing evaluation so that goals may be met.

PROCEDURE:

1. School/community team meets to consider goals, objectives and roles and to ask, "How do we know if we're doing what we said we'd do?"

2. Discussion: Why evaluate? Evaluation satisfies mandates of funded programs; provides ways to feel growth and change; need not be pass/fail; may help to set new directions, rethink goals, and redirect efforts. How to evaluate? Use "Methods of Evaluation" work sheet; observation, questionnaires, feedback meetings.

3. Establish methods and timing to evaluate each goal.

   a. If the team is large enough, divide it into subgroups (at least two to a group) to write an evaluation for each goal. Each subgroup should include one member who will not be closely associated with the activities necessary for meeting that goal. Members may change subgroups after a set period of time and may work on the evaluation for another goal.

   b. In a small school/community team, all members focus efforts on evaluations for all objectives.

4. School/community team as a whole meets to hear evaluation methods and responsibilities suggested by subgroups. The team then adapts and modifies these where possible to make a unified plan for evaluation and completes the "Time Line for Goal Evaluation."

MATERIALS: Methods of Evaluation (handout)
Time Line for Goal Evaluation

TECHNIQUES: Evaluating: Subgrouping

VIII. Continue assessment and evaluation process.

RATIONALE: To provide channel for continuous evaluation and group problem solving.

To provide continuity for reassessment of school/community relationship.

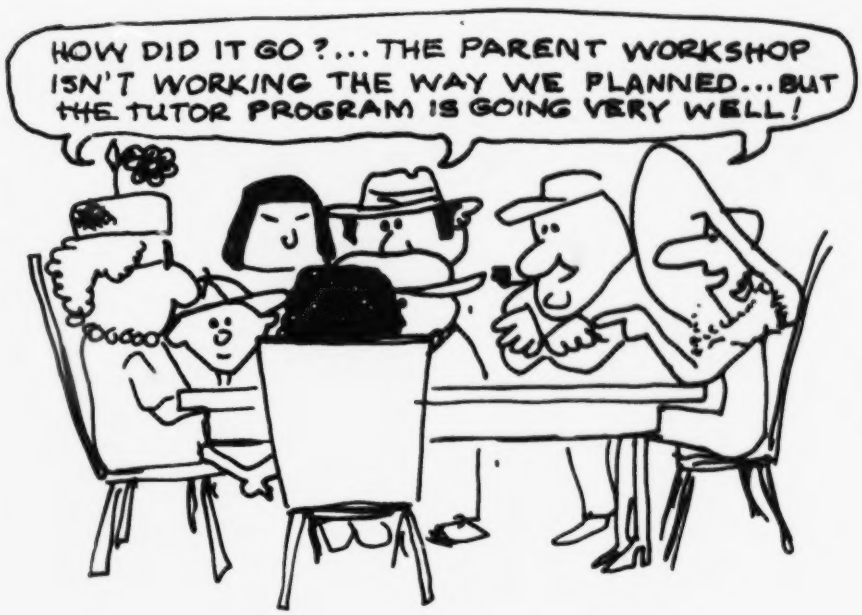
To provide feedback concerning effectiveness of this model.

PROCEDURE:

1. School/community team meets periodically to consider results of evaluations, adapt goals in light of the evaluations, and to consider problems arising from implementation strategies.

2. School/community team sets a time when the process will begin again, reassessing groups, needs and goals.

3. School/community team members consider the effectiveness of this model and complete the evaluation forms as individuals or as a group.



MATERIALS: Getting It Together... Together (evaluation sheet)

TECHNIQUES: For this section, techniques will vary according to the needs and desires of each group. Exercises in problem solving (active listening, brainstorming, force field analysis) may be helpful, as may exercises in feedback and debriefing.

MATERIALS

The checklists, work sheets and handouts on pages 15-27 are referenced in each step of the planning process. These materials can be reproduced for team use or can serve as guidelines for developing similar materials adapted to invividual site needs.

ORGANIZATIONS INVOLVED IN THE SCHOOLS

To successfully implement a program of community involvement at your school, be sure to include representation from as many groups as possible.

_____ Associated Student Body

_____ Advisory Committees for other funded programs (e.g., Project Follow-Through tutors)

_____ Citizens Advisory Committee

_____ Early Childhood Education Committee

_____ Community Schools Advisory Committee

_____ Outside groups with in-school programs (e.g., SAY tutors)

_____ Parent-Teacher Association

_____ Parent-Teacher and Student Organization

_____ Parents Club (or organization)

_____ Parents Advisory Committee

_____ School Advisory Committee

_____ Student Council

_____ School Volunteers

_____ Teachers

_____ Others (add here) _____

_____

_____

_____

ORGANIZATIONS AND PROGRAMS IN THE SCHOOL - A PROFILE

Before a balanced program of community involvement can be planned and implemented in the school, it is necessary to look at the groups that presently exist and the way that each of these groups works for the benefit of children. With the help of other members of your group, please describe your group according to this questionnaire:

NAME OF GROUP: _____

FUNCTION: What do we do? _____

_____

_____

How do we do it? _____

_____

_____

PARTICIPATION: How many people are involved? _____

How much time do they spend? _____

_____

How often do they participate? _____

_____

INTERRELATIONSHIPS: With what other groups do we work closely? _____

_____

_____

Many of our members are also members of _____

_____

_____

OVERALL GOALS: Some important goals for participation in school organizations are said to be:

...To promote and facilitate community participation in schools.

...To establish and maintain support for schools.

...To provide an understanding of school programs.

...To initiate and maintain two-way communication between school and community.

...To explore ways for the school to respond to community needs.

...To facilitate effective interaction among all organizations and programs involving community participants, while protecting the functional integrity of each group.

...To encourage joint participation by administrators, teachers, students, and community members in planning and evaluating community involvement programs and participation.

BEST COPY AVAIL

Which of these goals applies to the activities of your organization or group?

What other goals do you see as important for your organization or group?

BEST COPY AVAILABLE

POSSIBILITIES FOR COMMUNITY INVOLVEMENT IN SCHOOL PROGRAMS

_____ Parents/community members are encouraged to provide refreshments for school parties.

_____ Parents/community members are invited to accompany classes on field trips.

_____ Parents/community members are encouraged to make financial contributions for educational programs and equipment.

_____ Parents/community members are asked to drive students on field trips.

_____ Parents/community members are recruited as volunteers to aid in clerical work and preparation of instructional material.

_____ Parents/community members are recruited as volunteers in the library/media center.

_____ Parents/community members are recruited for teaching their particular skills or knowledge to students.

_____ Parents/community members are recruited and trained as classroom volunteers to regularly work in the school's instructional programs.

_____ Parents/community members are recruited and trained to work as tutors for individuals or small groups with learning needs.

_____ Parents/community members are recruited to work in lunch areas, playgrounds and physical education groups.

_____ Parents/relatives are encouraged to confer with teachers about a child's learning needs.

_____ Parents/relatives are encouraged to confer with teachers about learning goals for the child.

_____ Parents share in the diagnosis and prescription for specific problem areas.

_____ Parents/community members are encouraged to participate in developing discipline standards for the school.

_____ Parents/relatives have opportunities to select learning programs for their children (e.g., open classroom, loft, structured classroom).

_____ Parents/community members are encouraged to participate in curriculum and textbook selection for the school.

_____ Parents/community members are encouraged to work toward the establishment of alternative learning programs within the school.

_____ Parents/community members are encouraged to participate in setting goals for the school.

_____ Parents/community members are encouraged to set goals for particular programs within the school.

_____ Parents/community members are encouraged to bring their concerns about the school to the attention of the administrator.

_____ Parents/community members are encouraged to participate in staff selection for the school.

_____ Other possibilities (list here).

DEVELOPING CONSENSUS

A consensus is a group decision by which all members express <u>at least partial agreement</u>. Some guidelines for reaching a consensus are:

1. Avoid arguing to win as an individual. The collective opinion of the group is most acceptable.

2. Conflict about ideas, solutions, predictions can be helpful - it sharpens and amplifies each person's perceptions.

3. Each member has the responsibility as well as the right to participate - to hear fully what others are saying and to be heard in response.

4. Do not try to smooth over any conflict or to make it disappear - give it an opportunity to be resolved.

5. Each member has the responsibility to pay attention to the consensus process and to bring the group back to the point when the process becomes sidetracked.

6. No majority rule voting! (Someone always loses.)

7. No horse trading - "I'll accept yours if you'll accept mine."

8. The best results come from a mixture of information, logic and emotion. Value judgments about what is best come from feelings about the data <u>and</u> about the process.

<u>WORK HARD FOR A SUCCESSFUL OUTCOME</u>!

RULES FOR BRAINSTORMING

Brainstorming is a useful way to include all members of a group in sharing ideas and proposing solutions. Group members are encouraged to use their imaginations and be creative. Brainstorming helps to produce many solutions and suggestions; it is important that a few ground rules be followed:

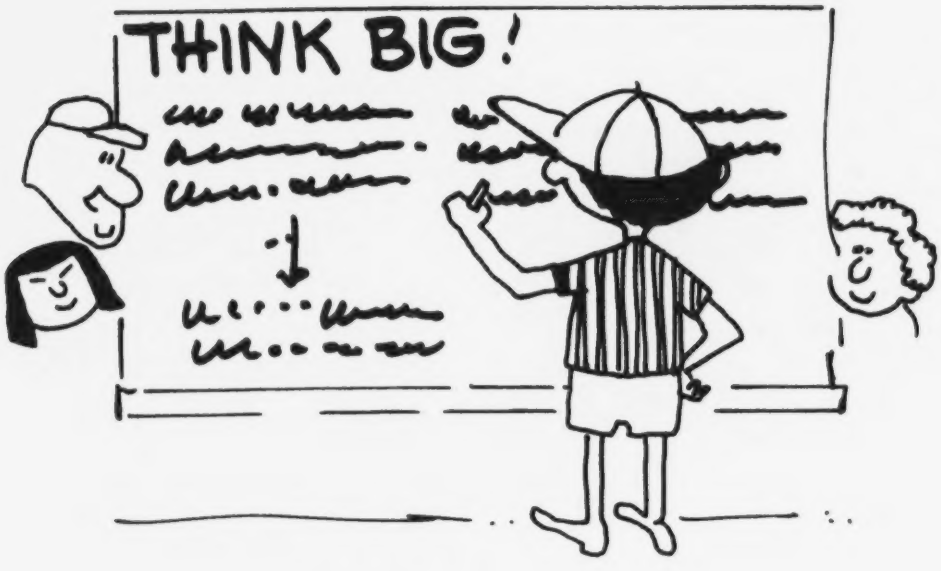
1. All ideas are acceptable in brainstorming; judging and evaluating ideas is not allowed.

2. Everyone is encouraged to think of as many wild ideas as possible - it is easier to tame down a wild idea than it is to improve a bland one.

3. Quantity helps; the more ideas that are presented, the better the chances are that there will be some very good ones. Be imaginative and keep ideas flowing!

4. You are encouraged to use the ideas of others - combine them or modify them to lead to new and stronger proposals.

HAVE FUN...LET THE IDEAS COME!



BEST COPY AVAILABLE

WRITING GOALS AND OBJECTIVES

Clearly written goals and objectives are important in setting the scope and direction of a community involvement program. A few hints for writing goals and objectives are listed below so that they may be logically achieved:

1. A GOAL describes a state of being, something you want to have happen.

   For example: "There will be classroom volunteers in the primary grades."

2. An OBJECTIVE describes behaviors or actions which must take place before that goal can be achieved.

   For example: "Teachers will hold parent meetings by October 15 to explain their need for volunteers."

   A well-written objective contains detailed information. It tells you

   WHO will do it (teachers)

   WHAT they will do (will hold parent meetings)

   WHY they will do it (to explain their need for volunteers)

   WHEN they will do it (by October 15)

   WHERE and HOW can also enter into the description of the action in some objectives.

3. Achievement of a goal often requires the completion of several objectives. List under the goal all the behaviors or actions required to make that desired thing happen.

THE PLANNING PROCESS

Goal: WHAT IS TO BE ACCOMPLISHED.

EXAMPLE: THERE WILL BE CLASSROOM VOLUNTEERS IN THE PRIMARY GRADES

Objectives: HOW IS IT TO BE ACCOMPLISHED?

A. TEACHERS WILL HOLD PARENT MEETINGS TO EXPLAIN THEIR NEED FOR VOLUNTEERS

ACTION STEPS:

WHO WILL ACCOMPLISH IT?

STAFF
ECE
COORDINATOR

BY WHEN WILL IT BE ACCOMPLISHED?

OCTOBER 15

LEADERSHIP ROLES IN THE SCHOOL

(IN RELATION TO THE GOALS OF THE SCHOOL/COMMUNITY TEAM)

Organization _____ Leadership Role _____

Functions in relation to goals of school/community team:

Goal:

Function:

Goal:

Function:

Goal:

Function:

Responsibilities to others in my organization to meet those goals:

Responsibilities to those outside my organization to meet those goals:

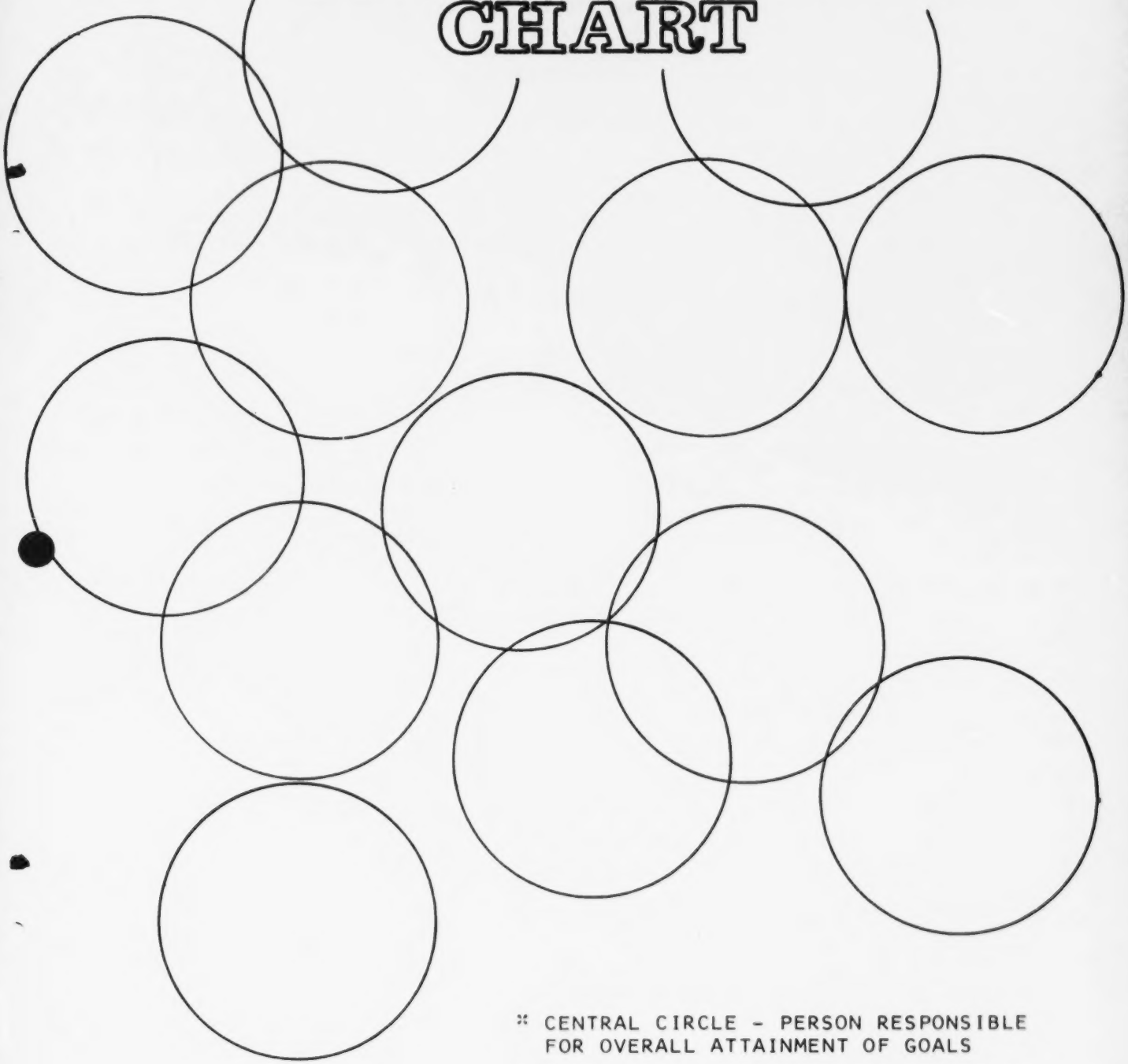
Communication lines:

Who gives me work to do in relation to those goals?

To whom do I assign work in relation to those goals/objectives?

To whom do I go for help?

SUGGESTED ORGANIZATION CHART



- CENTRAL CIRCLE - PERSON RESPONSIBLE FOR OVERALL ATTAINMENT OF GOALS
- INNER RING - TEAM MEMBERS DIRECTLY RESPONSIBLE FOR ATTAINMENT OF INDIVIDUAL GOALS
- OUTER RING - INDIVIDUALS/GROUPS RESPONSIBLE FOR ATTAINMENT OF OBJECTIVES

METHODS OF EVALUATION

Evaluation is an attempt to find out whether goals and objectives have been accomplished. It does not label an action or program as pass or fail, but provides us with valuable information about the kinds of successes and/or problems a program is having. In doing this, it provides a school/community team with a basis for setting new goals and revising objectives.

Some types of evaluation designs frequently used in the schools are:

1. Feedback sheet or questionnaire - Participants in an activity, parents in a certain instructional class, or parents representing the entire school may be asked to briefly answer written questions. They may be asked about the effectiveness of a certain meeting, about their response to the goals of a program, or about their awareness of school goals.

2. Feedback meeting - A meeting may be held of specific people involved in the attainment of a goal, or those affected by its attainment. Participants can express their feelings in person and participate in discussions.

3. Direct observation is useful in evaluating some goals. People can be counted: Are there volunteers in every primary classroom every morning? Did 50 people attend the joint PTA-CAC meeting on the Discipline Code? Behavior can be measured: Are fewer milk cartons thrown now that five parents volunteer at lunch time? Products can be counted: Did the classroom aides committee provide teachers with 25 sets of individual flashcards? It should be remembered that direct measurement does not adequately evaluate attitude, nor does it tell us why an objective was not met.

TIME LINE FOR GOAL EVALUATION

GOAL: List below the Objectives for meeting the goal.	RESPONSIBILITY FOR IMPLEMENTATION	TARGET DATE FOR IMPLEMENTATION	EVALUATION METHOD RESPONSIBILITY, DATE	RESULTS OF EVALUATION

GETTING IT TOGETHER... TOGETHER - EVALUATION

We need feedback, too! When your school/community team has completed the process described in this package, please take a few minutes to consider the process in terms of its value to you as a team member and to your school and community. Return completed evaluations to the Community Relations Division, San Diego City Schools.

How did the use of the GETTING IT TOGETHER... model make a difference in your school's program this year?

Which parts of the process were most helpful to your group?

Which steps or activities were not helpful to your group?

Which parts of the process were particularly troublesome for your group?

In what way has the experience of using this model made any differences in your personal ability to work in groups?

What changes would you suggest in content or format of this model?

What person or group was primarily responsible for getting this process started at your school?

For additional techniques or assistance in implementing them, see *Values Clarification* (Simon, Howe, and Kirschenbaum), or *Personalizing Education* (Howe and Howe), or call the San Diego City Schools Human Relations Team or the Office of Inservice and Continuing Education.

Knowing and Becoming Known

This exercise offers participants a chance to know each other better and to practice active listening. Participants work in pairs; each person responds to a statement, the other partner listens to his/her answer, repeats it or paraphrases it, then responds to it. Partners should complete the statements in the order that they appear, without skipping any. Allow at least 20 minutes total for this exercise; some groups may not have time to finish. The questions may be varied and adapted as you wish.

1. The reason I'm here is...
2. When I am in a group this large, I...
3. When I meet a new person, I...
4. The thing I like most about working in schools is...
5. The thing that concerns me most about working in the schools is...
6. When I am concerned about something, I...
7. If I could change one thing about the schools, I would...

Peter-Paul Interview

As a variation on the exercise, partners may take turns interviewing each other according to the questions above (or similar ones of your choice). One partner completes the interview, then provides feedback by repeating as much as he/she can remember of the partner's responses. Then partners change roles and interview again.

----------ing Name Tags

This exercise offers participants an opportunity to make public statements about themselves so that others may know them better; it also offers an active listening experience.

Each person receives a large (e.g., 5x7) index card or piece of paper, a straight pin and a choice of felt pens to use. Participants write their name (as they want to be called) in the center of the card; in each corner, they respond to questions or suggestions. The topics for the corners can be as varied as you choose. Participants work independently to create their name tags, then talk about what they have written to a partner. The partner listens actively, then repeats or paraphrases as much as possible before continuing and talking about his/her name tag.

Notes on Active Listening

All of the exercises involve practicing the skill of active listening, which has sometimes been defined as "Listening without thinking what you are going to say next." Participants should be reminded to focus complete attention on the speaker so that they may remember the words and pick up the feelings which underlie them. Active listeners avoid interrupting, even to confirm; they encourage the speaker to continue through eye contact, facial expression, relaxed body. They are able to give feedback without judgment; repeating or paraphrasing the words and picking up the feelings of the speaker.

X-Ray of the Parent/Teacher

Participants need large sheets of butcher paper, felt pens, masking tape to produce a life-size "X-Ray" of themselves, and a copy of the X-Ray Guide. Working with a partner, they share verbally the things they have to offer which could improve the school. Then, working alone to sketch an outline, or with a partner to produce a silhouette, participants make a personal X-Ray and fill it in according to the guide, focusing on the things he/she has to offer the school. When the X-Rays are completed, they are hung on the walls with masking tape (names are optional). All participants take time to mill around the room and examine the X-Rays; a discussion of the resources and needs of the group follows. See work sheet on page 34.

Expectations of Others

As a method of building mutual understanding among team members, divide the group into dyads, pairing members with dissimilar roles in the schools, e.g., student/CAC president, teacher/volunteer coordinator. Each participant spends five minutes responding in writing to the following sentences:

1. "As a _____ (member's role), I believe that persons in the role of _____ (partner's role) should spend most of their time doing _____."
2. "I believe that people in that role actually spend most of their time doing _____."
3. "The kind of help I would like from someone in that role is _____."

After the writing time is over, partners take turns reading their expectations list to each other and responding to it. Each partner should respond to the other person's expectations before beginning his/her own. These lists can later be shared for the entire group or posted on a wall or bulletin board.

Speaking for Each Other

As a method of presenting data to the whole group and of building empathy among group members, participants can take turns presenting another person's data to the group as a whole. Each person should have an adequate idea of the other's data and take the opportunity to check on accuracy of perceptions, e.g., "Did I present an accurate picture? Did I express your meaning?"

Assigning Points

To assist groups in achieving consensus about the relative importance or acceptability of several topics, participants might be asked to divide a hundred points among the possible alternatives. This gives each participant a chance to express his/her feelings about the relative merit of an alternative; a quick check of totals provides a guide to consensus without win-lose voting.

Ranking Alternatives

Another aid in reaching consensus, ranking alternatives, gives each participant a chance to evaluate the relative desirability of alternatives. Topics are ordered from one (most desirable or acceptable) to the number of topics available. Participants are able to discuss these rankings as a meaningful measure of their acceptability. In a quick numerical check, the alternative receiving the lowest total score is most desirable (again without win-lose voting).

"I Learned" Statements

At the conclusion of an activity, it is often helpful for participants to have a feedback or debriefing activity. This helps to reinforce what has been learned and often crystallizes learning that participants did not realize was taking place. The leader may ask participants to take a few minutes to think about the activity they have just participated in. What did they learn about themselves and about the group as a whole? They may then be asked to participate if they feel comfortable, completing sentences such as

"I learned that I _____"
"I noticed that I _____"
"I was surprised that I _____"

Sentences should be brief and to the point. They are not to be discussed, explained, or evaluated. For additional suggestions, see Simon, Howe, and Kirschenbaum, *Values Clarification*.

Unfinished Sentences

As an additional feedback or debriefing activity, participants may be asked to complete a sentence orally. The leader may ask each group member to complete the sentence, but each person has the right to pass. Some useful sentences might be

"Being a part of this group is _____"
"I like best the kind of teacher who _____"
"When there are heated arguments in a meeting, I _____"
"I feel most productive when a leader _____"

Additional sentences are found in Simon, Howe, and Kirschenbaum, *Values Clarification*.

Think-Feel Discussion

Another helpful exercise in feedback or debriefing focuses on the distinction between thoughts and feelings, gives participants practice in linking feedback and observable behavior, and provides practice in empathizing. At the conclusion of an activity, participants form small groups or dyads. For a set period of time, each member speaks, beginning each sentence with "Now I think," and focusing on the activity just completed. At a signal from the leader, participants speak in turn, beginning each sentence with "Now I feel." During this phase, participants should focus on feeling data, and avoid confusing it with thoughts. They should avoid "I feel that..." or "I feel like...," which indicate thoughts rather than feelings, and use "I feel...(adjective)." An optional phase of this exercise has participants beginning each sentence "Now I think you feel...," focusing on empathetic understanding of the partner and checking with the partner on the accuracy of the perception.

Think-Feel Cards

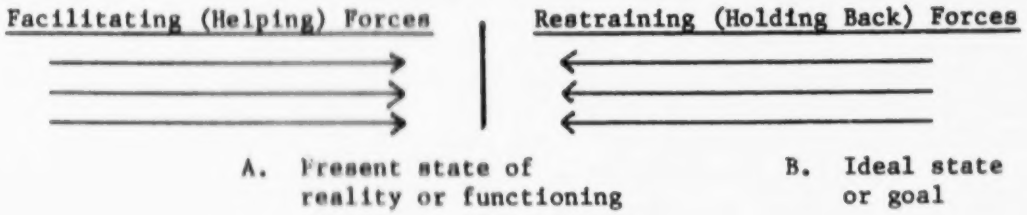
A shorter variation of this exercise would be to hand out index cards to each participant. Ask each person to write a few words about his/her thoughts arising from the activity on one side, and a brief description of personal feelings at the present time on the other side. A display of the cards provides an index to the state of mind and feeling within the group.

Brainstorming

Each participant has been given a handout detailing ground rules for brainstorming. The leader sets the tone for a brainstorming session by setting a time limit for the generation of ideas, by recording each idea quickly and accurately on chalkboard or butcher paper (or having someone else do it), and by not allowing the group to stay in discussion or evaluation of ideas. Keep the participation flowing - be equally receptive to all ideas as they are suggested.

Force Field Analysis

Force field analysis is a way of planning for change. The existing situation involves a balance of forces. Any change will upset, move or alter that balance.


Facilitating (Helping) Forces
Restraining (Holding Back) Forces
A. Present state of reality or functioning
B. Ideal state or goal

1. The present state of a problematic situation is written at point A.
2. The ideal state (goal) is written at point B.
3. Forces that contribute to achieving the ideal situation are written on force lines labeled "Facilitating Forces."

4. Forces that block or hinder the ideal state or goal are listed on force lines labeled "Restraining Forces."

5. The group plans strategies to develop and strengthen facilitating forces and weaken or eliminate restraining forces. It is important that both facilitating forces and restraining forces be worked on to promote movement from the present state to the desired goal state.

Empty Chair Discussion

This structured discussion activity allows all participants to become involved in a discussion without trying to keep it going in a large group. Several members of the group are seated in an inner circle, leaving one empty chair in that circle. Other members of the total group are seated in an outer circle.

Individuals from the outer group may join the inner group at any time (one at a time) when they want to contribute some data or to clarify what is going on in the inner group. (Remaining outer-group members may not talk.) An outer-group member may stay in the inner group only as long as the inner group is talking about his/her input, then the chair must be vacated to make room for another outer-group member. No outer-group member may become a permanent menber of the inner group - the chair need not be filled at all times. This is a good method of discussion for polarized groups, e.g., parents on the inner circle, teachers on the outer circle.

Subgrouping

When the total group is too large for all members to become involved in a discussion, or when detailed outcomes are needed, subgroupings for discussion can be a valuable technique. Break the group into smaller groups of two to five members each, with a specific task for each. At the conclusion of a set time period, each group reports its conclusions or product to the group as a whole. This technique provides an especially good method for getting people to work together.

Experiential Background

The following sources provide "experiential background" materials.

Group Leadership Functions. Annual Handbook for Group Facilitators. University Associates Publishers, La Jolla, 1975.

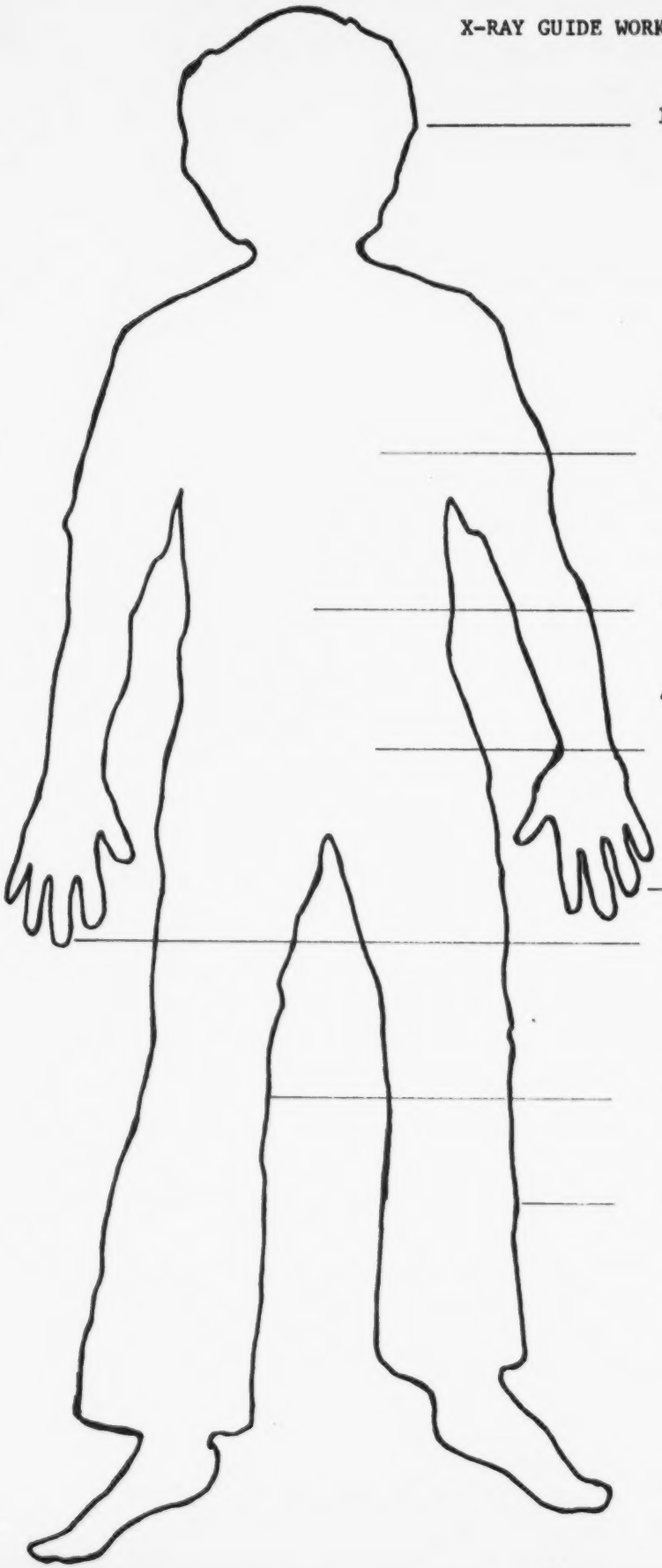
Group Leadership Roles. Annual Handbook for Group Facilitators. University Associates Publishers, La Jolla, 1973.

"From Goals to Action," *Toward a Humane Society: Images of Potentiality* by Robert S. Fox, Ronald Lippitt, and Eva Schindler-Raonman. NTL - Learning Resources Corp., Inc., Fairfax, Va. 22166, 1973.

Life Crises
Being a Teenager
Trustworthiness of Occupations

Simulations available from Human Relations Facilitators, San Diego City Schools, Bungalow 8, phone 293-8303.

X-RAY GUIDE WORK SHEET



1. Head (cognitive): What I want; what I have to give as a parent or teacher.

2. Heart (affective): What I want; what I have to give as a parent or teacher.

3. Gut: Unresolved situations or problems.

4. Pelvis: Those issues important to me as a woman or man, parent or teacher...the relationship and feelings involved.

5. Left hand: Skills - what I need as a parent or teacher.

6. Right hand: Skills - what I have to give as a parent or teacher.

7. Right leg: Where I am now.

8. Left leg: Where I want to be.

42